

## **AASL**

**Share knowledge and participate ethically and productively as members of our democratic society.**

### **3.1 Skills**

- 3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5** Connect learning to community issues.
- 3.1.6** Use information and technology ethically and responsibly.

### **3.2 Dispositions in Action**

- 3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3** Demonstrate teamwork by working productively with others.

### **3.3 Responsibilities**

- 3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4** Create products that apply to authentic, real-world contexts.
- 3.3.5** Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6** Use information and knowledge in the service of democratic values.
- 3.3.7** Respect the principles of intellectual freedom.

### 3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

This standard is crucial to a student's success later in life. It requires that students be able to share learning in a variety of ways. It also requires the students to collaborate as members of a network. Further, it requires that students view themselves as part of a community. Lastly, students are asked to assess the effectiveness of the learning process and product.

### CSLA

#### **Standard 5: The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into the curriculum and instruction.**

- 5.1 Models the best uses of information and communication technologies in teaching and in presenting information to students, staff, and community
- 5.2 Supports students, staff, and community in the use of media and technologies, including graphics, photography, audio, video, computer programs, information databases, and telecommunications
- 5.3 Collaborates with classroom teachers in designing and using lessons that integrate information and communication technologies (e.g., tools for organizing data, visualizing concepts, problem solving, promoting collaboration, presenting ideas or results)
- 5.4 Teaches strategic use of the library's online public access catalog (opac), online subscription databases, and other digital resources for research, class assignments, and personal use
- 5.5 Teaches students and staff how to evaluate Web sites for authority, accuracy, currency, bias, and usefulness
- 5.6 Maintains a school library Web site, providing digital resources for students, staff, and community
- 5.7 Serves as a member of the school's technology planning and implementation team

According to this standard, we should all be setting an example with respect to "information and communication technology". We should be doing this when we teach our classes as well as when we communicate with staff and parents. Not only do we need to model best uses, we should be supporting everyone else in the school community with the use of media and technologies. We should be collaborating with teachers to create lessons which integrate these technologies. There's a book I like to use for teaching students how to evaluate Web sites. It's called **RADCAB: Your Vehicle for Information Evaluation** by Karen Christensson. The acronym RADCAB stands for: Relevancy, Appropriateness, Detail, Currency, Authority, and Bias. <http://www.radcab.com/> More information on RADCAB can be found at this web site.

## **ISTE**

### **3 Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

- 3a. plan strategies to guide inquiry.
- 3b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 3c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- 3d. process data and report results.

This standard requires students to work at a higher level of Bloom's taxonomy. Not only must they find information, they must use it in a variety of ways. Additionally, they must figure out which resources and tools will work best for them based on their purpose. Once they have accomplished all this, they need to present their results. Students in our middle school work at this higher level of Bloom's taxonomy frequently. For example, in our fifth grade each student researches a different Native American Tribe. They choose three cultural elements to research. Eg. Food, Clothing, Shelter. They use both print and online sources for their information. Once they locate the information they need, then they take notes on it. Using Inspiration, they create a mind map which includes all the information they've found. Once they gathered, organized, and written all the information, they share the information with the class. As the expert on their tribe, they teach the class something about their tribe. It might be how to make a particular food, how to fashion a tool, etc.

## **CDE English Language Arts 4th grade**

### **Writing Strategies**

#### *Research and Technology*

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Although this section is labeled "research and technology" it seems that 1.9 is really the only strand related to technology. I was surprised to note that these skills weren't mentioned before fourth grade in the CDE standards. Although I agree that fourth grade is a good time to formally introduce keyboarding, I think the other computer terminology should be introduced much earlier.